

J.B. Cleland



Kindergarten

J B Cleland Kindergarten Inc

2022 annual report to the community

J B Cleland Kindergarten Inc Number: 4625

Partnership: Greenhill South

Signature

Preschool director:

Mrs Aella Leaver

Governing council chair:

Rajita Alwis

Date of endorsement:

9 February 2023



Government
of South Australia

Department for Education

Context and highlights

JB Cleland Kindergarten was established in 1962. The kindergarten is located within the Burnside City Council region at 1a Gulfview Avenue St Georges SA 5064, which is 9km from the Adelaide CBD. It is a standalone kindergarten in the Greenhill South Partnership of The Department for Education.

J B Cleland Kindergarten is in a unique location surrounded by spectacular nature, which provides children with abundant opportunities to experience the natural environment while supporting exploratory play through investigation, discovery and intentional teaching. The diverse range of cultural backgrounds within the J B Cleland community contribute to the richness of the curriculum as traditions, values and beliefs are respected and are an integral part of the opportunities for children's learning.

The educators have a strong focus on shared, sustained interactions. In 2022, adopting a whole site approach in scaffolding sustained thinking through active listening, open-ended questioning and responsive relationships, to improve children's capacity to engage in sustained shared interactions with their peers, educators and families.

Full Day sessional kindergarten for two groups of children eligible children from 8:15am to 3:00pm, two days per week each and a half day alternate Fridays. The pedagogy within the centre is guided and informed by the principles of the Early Years Framework which includes the building of trusting relationships and partnerships with children, parents, staff and the wider community. This kindergarten values setting high expectations and equitable outcomes for all children through professional learning, inquiry and reflective practice.

Governing council report

The JB Governing Council (GC) is a body of volunteer parents sharing joint responsibility along with the Kindergarten Director, for the governance of JB Cleland Kindergarten. The 2022 Governing Council contributed to decision making regarding finances, policy changes, new educational initiatives, and facility upgrades. The GC also helps manage fundraising initiatives and community engagement.

Following the composition of the new committee in early 2022, the Governing Council participated in the appointment of Aella Leaver as Kindergarten Director. Members worked with the Education Department to facilitate the appointment. Following the rigorous process the GC was delighted to confirm the appointment of Aella Director as the new Kindergarten Director for JB Cleland. The GC has also been able to support the Kindy with numerous building and maintenance projects. This includes the new swing set and bark, new lawn and sprinkler system, acoustic tiles for the walls, sandpit topped up and new shelving and storage.

Following direction and support from the Educators at the Kindy, the GC also contributed to the development of an updated philosophy statement, which was compiled by the children, parents and educators. The GC supported the shared sustained conversation focus in 2022. The year was a special one for the Kindy with its 60th birthday that was celebrated and combined with the end of year show. The 60th birthday celebrations had an international theme and the GC also decided to organise donations to charity on the night through the Smith Family Foundation.

Families were able to donate stationery and school items to vulnerable children. The birthday celebrations were a momentous occasion for the Kindy and children, and a wonderful conclusion to the end of 2022.

Preschool quality improvement planning

During 2022, our PQIP goal was to improve children's capacity to engage in sustained shared interactions with their peers, educators and families. Our Challenge of practice "If we adopt a whole site approach in scaffolding sustained shared thinking through active listening, open ended questioning and responsive relationships, then we will improve children's capacity to engage in sustained shared interactions with their peers."

We achieved this by:

- Collecting baseline data using the Yakka tracker communication profile matrix
- Adding the communication profile to staff meeting agenda and reflecting and reviewing regularly
- Building a whole site agreement "Building quality conversations action plan"
- Take home book packs with questioning for families
- PLC shared readings, training, research and dialogue

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	89	87	86	85
2020	85	87	88	86
2021	76	76	76	75
2022	59	72	73	73

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	91.5%	91.7%	89.5%	95.3%
2020 centre	89.1%	83.5%	94.3%	95.6%
2021 centre	89.6%	88.4%	93.4%	87.4%
2022 centre	79.2%	82.1%	90.7%	84%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.
Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.
*Note: Term 2 2020 data may not be available for all preschools.

Attendance comment

Attendance is above the National average. Given our high percentage of families from overseas (and Covid preventing previous travel), many have taken extended holidays back home. One child had surgery in Japan during term 3 and term 4

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
647 - Linden Park Primary School	91.8%	95.4%	100.0%	100.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Destination schools comment

The vast majority of our children have enrolled at Linden Park Primary School.
One child is going Private.
One child Special class.

Family opinion survey summary

In 2022 we had 20 families fill in the Parent Opinion Survey with the majority of families indicating they agreed or strongly agreed with the questions asked. One member ticked strongly disagree and disagree for all and given we have had no negative feedback or comments we are wondering if they ticked the wrong section.

It is really good pre school

It's interesting that the curriculum doesn't include reading, writing, arithmetic and sport anymore.

My kids learnt from same kindy, but this time i have noticed that my child is learnt more than other my boys..my other boys did not know how to sound the words before they went to reception, but this time my boy knows how to sound and tries to read the words..

On the first interview they didn't talk about learning. When we ask if they are doing anything with a certain subject they say they do it through play. They use the excuse of not being able to do certain activities because they have students with mental/behavioural issues that they cannot manage on an excursion/activity. Would prefer some class style structure to get them ready for school at least part of the day and less screen time.

Thank you for providing such an amazing environment for both my children 2019 and 2022

more discipline required for some children who misbehave badly

Before/After school care (maybe at Linden park primary? would be good if available for Kindy kids, particularly on the full days

The educators are incredibly attentive and understanding of my daughter's needs and provide the appropriate support and guidance. I'm very impressed with this kindergarten.

Educators brainstormed feedback from comments and found the following:

Covid barriers:

- In the past the parents were coming in
- The community feel doesn't feel there anymore
- Everyone feels exposed – stand offish
- Children settled in so much better
- Times are changing- time poor, community? GC?

Bilingual / Language barriers –

- Grandparents
- Slide show? Ipad on stand – roll photos, try and take different areas

Pedagogical documentation:

- To help families understand the learning in play – we need to be explicitly using the work “learning” in our documentation
- Remove the mystery – educating parents
- Send home termly feedback for families – targeted questions with feedback
- Newsletters – reminders to come and see an educator if you have any concerns about child's development

Relevant history screening

All employees, volunteers and regular in site performers and visitors have a Working with children's screening (WWCC) to meet the Department for Education Policy. Copies are held on site.

Financial statement

Funding Source	Amount
Grants: State	\$569,613
Grants: Commonwealth	\$0
Parent Contributions	\$74,542
Other	\$0

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Training and release of educators to participate in Yakka tracker training Training in Oral language development Purchase of new picture books	All children profiled in the Yakka tracker, individual goals set to help Targeted intervention Old dated books removed
Inclusive Education Support Program	Funding was approved to support a child with Autism 8hours per week.	More intensive support allowed the child to receive targeted intervention this supported: Use and training of visuals to support her to express wants/ needs Targeted intervention to recognise behaviours before big emotions
Improved outcomes for non-English speaking children who received bilingual support	The funding to support a Early childhood Bilingual worker was allocated to meet the needs of children with no English settle into kindergarten life.	Developed a sense of belonging for the children Helped develop English key words

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.